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ABSTRACT

The first task of the Consortium of Institutions of Higher Learning for Community Education was to identify the programs, courses, and personnel related to community education in 58 public and private colleges and universities in Illinois. Data collected by a survey questionnaire from 47 of those institutions are presented in this report. After an overview of community education, the paper gives a brief legislation report for community education in Illinois from 1972 to 1976. Also included is a 21-page selected bibliography in community education from Current Index to Journals in Education (CIJE), Education Index, Readers Guide to Periodical Literature, Library of Congress, Dissertation Abstracts International, and Ball State University's Institute for Community Education Development. (LBH)

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ILLINOIS CONSORTIUM OF INSTITUTIONS OF HIGHER LEARNING FOR COMMUNITY EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Interim Report

October 22, 1976

Chicago State University

Eastern Illinois University

Greenville College

Illinois State University

Northern Illinois University

Northwestern University

Southern Illinois University, Carbondale

Southern Illinois University, Edwardsville

University of Illinois, Champaign

University of Illinois, Chicago Circle

Western Illinois University

Supported in part by a HECA grant for IBHE

THE CONSORTIUM

The Consortium of Institutions of Higher Learning for Community Education is funded primarily by a HECA grant, with additional support from IOE and Ball State University.

The first task undertaken by the consortium was to identify the programs, courses and personnel related to community education in 58 public and private colleges and universities in Illinois. A survey questionnaire was sent to each institution, followed, once the data was collected, by an aggregated survey report, for additional comment or correction. Of the 58 institutions surveyed, all but 9 responded.

Beyond dissemination of the survey findings, the objective of the statewide conference is to discuss needs, current efforts and future programs for community education in Illinois.

A final report including the inventory of institutional resources, an assessment of state needs, and recommendations for collaboration and future directions will be submitted to the funding sources and distributed to others by request.

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Greenville College	Ralph J. Miller
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*1975-1976

INTRODUCTORY STATEMENT

Kenneth Ripple*

Community education is neither a new philosophy nor concept. Basic elements of the concept may be traced back to the early Greek and Roman cultures. Indeed, much of America's early education contained elements of community education. In searching for origin, one notes that the first American educational mandate, The Massachusetts Act of 1642, states that education is to fulfill a society's need and, in fact, makes education compulsory for all.

The Ordinances of 1785 and 1787, commonly referred to as the land-grant laws, set aside land to be used to further education. Thus, they provided a basis for a public school fund and encouraged the development of the educational bases in the early settled states.

During the early part of the 19th Century, the idea of extending educational opportunities to adults in what was to become evening school began to draw favor in urban areas.

In the early 1900's the Settlement House Movement and the Playground Movement had their beginnings in urban areas around the country. Each of these contained elements that are now part of community education.

One of the earliest publications containing much of what is now called community education philosophy was printed in 1845. In his Report on the Conditions and Improvement of Public Schools in Rhode Island, Henry Barnard talks of the role of an educational institution, the school, in improving community and individual living.

Due to a new national interest in progressive education and the needs of higher education, community education, its movement and development, remained dormant until 1938, the year The Community School, edited by Samuel Everett,

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*Southern Illinois University, Carbondale

was published. It was the first book to deal comprehensively with community education and the community school.

By 1939, educational philosophy was again dominated by forces favoring a close relationship between the school and the community. By the beginning of World War II, the philosophy of community education had evolved into its modern form.

During 1974, some 700 school systems in the USA were involved actively in implementing community education on a planned, organized basis. Presently, 16 states have enacted legislation supporting community education. The Community School Development Act, part of the 1974 Amendments to the ESEA, was signed into law by President Ford.

In Illinois, many school districts have components of community education. The Valley View School System at Romeoville, the Galesburg and Rockford School Districts, all enjoy components of the community planning process. Posen Robbins and Forest Park have programs in the planning phase and coordinated by the Cook County Educational Service Region Superintendent.

Greenville College initiated community education projects in Royal Lake and Sorrento. Other training centers have been established within the confines of the Illinois Office of Education, the Illinois Community College Board and Southern Illinois University at Carbondale and Edwardsville. Personnel at these centers offer community education workshops throughout the state.

In statewide efforts to help local school districts finance the cost of developing this educational thrust, legislation requesting $300,000 was passed in 1974 in the Illinois General Assembly but was vetoed by Governor Walker. Similar legislation was again introduced in the 1976 legislature.

Certainly community education has "come of age." It may be a partial solution at meeting institutional and individual needs, avoiding duplication of effort and soliciting interagency cooperation as opposed to interagency competition.

OVERVIEW OF COMMUNITY EDUCATION

Jane Brown*

Definition of Community Education

In a chapter entitled "Community Education: What It Is and Is Not,"[1] the authors assert that attempts are often made to examine the concept of "community education" without defining the term. This oversight has led to misunderstanding and misconception, and the term "community education" has been applied to many endeavors which fail to measure up to the complete definition. Some of these endeavors are implied in the following concepts which are related to community education: "program," "neighborhood school," "community control," "poverty and disadvantaged programs," "social work," and "community school."

After considering how the foregoing are related to community education, these authors suggest that a proper definition of community education must encompass these elements: (1) traditional and extended educational programs for both adults and children, (2) an emphasis on community process as well as programs and an impact on the community, (3) a recognition of the catalytic role schools can play and the contribution of other agencies and groups. Therefore, the definition they offer is:

> "Community education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization." (page 19)

An enumeration of the objectives of community education is provided by

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1. Minzey, Jack D. and LeTarte, Clyde. Community Education From Program to Process. Midland, Michigan: Pendell Publishing Co., 1972.

*Staff member, Illinois Consortium

these authors. According to them, community education does the following: (1) Tries to develop a number of community programs; "Programs" here means activities which are based on community desires and needs, aimed at community participation, and developed around a concept of education as a lifetime experience; (2) Promotes interaction between the community and the school; (3) Surveys community resources and coordinates their interaction; (4) Attempts to improve relationships between social and governmental agencies; (5) Identifies community problems and needs; and (6) Develops a self-actualizing process for the community.

Beginnings of Community Education

Community education as a concept has existed for many years. One author suggests that the evolvement of community education can be divided into two periods: from Colonial times to the 1930's, and from the 1930's to the present. The precedent of the use of the school for general community purposes was established in the northeastern United States during the Colonial period and has carried over to the present. The first recorded use of school facilities for an adult evening school occurred in 1810 in Providence, Rhode Island. The Cincinnati Public Schools started adult programs about 30 years later and these were followed by programs in Chicago and Cleveland.

Evening schools supported by public funds were first initiated by the Chicago Board of Education in 1865. Subsequently, several state legislatures passed laws to provide public support for evening programs.

During the period 1900-1930, the writings of men such as John Dewey and Joseph Hart were significant for the development of community education. These men advocated the marriage of education and the community, and the underlying premise of community education was established during this period.

Overview

At the end of the period, schools became more actively involved in meeting the needs of the people caused by the Great Depression. Schools became the focal point of community life by offering programs in such areas as agriculture education, home economics, and community development. Citizens' planning councils became active. The curricula of evening schools were expanded and adult education administration came into common use.

The Flint Model for Community Education

The work of the Mott Foundation has been instrumental in bringing community education to prominence on the education scene today. During the 1930's, Frank Manley proposed making school recreational facilities available for children, youth, and adults during after-school hours and weekends, and laboratories and classrooms for various kinds of evening classes for adults. Manley's vision of the "Lighted Schoolhouse" became a reality in Flint, Michigan, where he was able to gain Charles Stewart Mott's support for a city-wide community school program.

In addition to the "Lighted Schoolhouse," there are other elements in the Flint community school program which are significant; i.e., its organizational plan for administration, and its dissemination procedures. Before Manley created the position of community education coordinator or community school director, selected staff members had to administer community education on an overload basis. Since these persons often lacked the energy to carry out both a daytime and an evening program, community education tended to begin on a grand scale and gradually deteriorate. Today, the community education coordinator has a position in its own right. Those functioning in this role sponsor block clubs and community councils and carry out various kinds of other assignments in addition to administering evening activities.

Another leadership position Manley created was the home-school counselor who works with mothers in the school attendance area. The home school counselor

provides a link between the school and the family in a variety of ways, such as attending family and neighborhood activities, and consulting with mothers on such matters as budgeting, meal planning, and child rearing. The persons chosen for this role are selected primarily because they can quickly establish rapport with neighborhood parents, and indeed they often develop a closer relationship with the mothers than even ministers, teachers, or social workers.

Another element in the organizational scheme for the Flint community schools is the community school council. Each neighborhood community school has such a council as well as citizens' block clubs. These groups consider neighborhood problems and their ideas are passed on to the appropriate public officials. Although the community school council was not unique to Flint, it was Frank Manley's idea to make it an integral part of the administrative structure for community education.

Community Education Dissemination

Twice yearly since 1955, community school workshops which are attended by school officials and patrons from throughout the country are held in Flint. In 1964, Michigan's seven state universities, in conjunction with the Mott Foundation, began offering master's and doctoral degree programs to train community education leaders. Institutions of higher education are involved in community education also through center directors who work closely with schools to develop effective community education programs. These directors are located in 15 higher education institutions (as of 1972) throughout the country.

The National Community School Education Association was organized in 1966. A national meeting of the association is held annually for its members and others with an interest in community education. Also, the association publishes the Community Education Journal which discusses developments in the field.

Overview

Work of the Kellogg Foundation

The W. K. Kellogg Foundation is another Michigan-based organization which has provided considerable financial assistance to various projects which have promoted the development of community education. Since the mid-1940's the Kellogg Foundation has funded three projects which have been especially influential: (1) the Michigan Community School Service Program (1945-1953); (2) the Cooperative Program in Educational Administration (1950-1960); and (3) Leadership Education for Community Colleges (1960---).

A project which received considerable publicity and influenced several higher education institutions to shape programs more in accordance with community needs was the Michigan Community School Service Program. Sponsored by the Michigan Department of Education, this project involved eight Michigan school systems and five contiguous counties of the Grand Traverse area in experimental interrelated school and community programs. It was found that the people in each of the three types of locations that were involved (i.e., small, widely dispersed communities; an urban center; and small communities surrounding an urban center) - all desired to improve their communities and believed the educational process could accomplish that goal.

Both the urban center and the small communities had some excellent leaders who were receptive to technical assistance from outside when it was offered with sincerity and tact. During the period of the Michigan Community School Service Program, the involved communities increased their ability to collaborate and to solve community problems by using the educative process to relate community resources to community needs.

A second Kellogg-funded project was concerned with developing new strategies for the pre-service and in-service training of educational leaders. The Cooperative Program in Educational Administration was sponsored at first by nine colleges and eventually included approximately 60 university centers in

the United States and Canada. In addition to the achievements that were realized in relation to professionalizing the role of the educational administrator, another significant outcome of this project was the creation of the University Council for Educational Administration, whose purpose is the improvement of the preparation of educational administrators. Major American and Canadian universities hold membership in UCEA and carry out research and prepare and disseminate material for administrator training programs and coordinate the work of participating universities. As a result of the CPEA and the UCEA, more emphasis is placed on the environment in which the administrator works and on the necessity for an interdisciplinary approach to their training.

The Leadership Education for Community Colleges Project is concerned with the development of leadership for implementing a community-oriented approach. The American Association for Community and Junior Colleges coordinates this project which is concentrated in ten universities.

Present Scope of Community Education

In 1974 there were nearly 700 school systems carrying out community education on a planned, organized basis. There is a growing network of centers for community education development which disseminates and implements the community education concept and provides in-service and pre-service training for community educators. This network of more than 60 centers is located in institutions of higher education and state departments of education in 40 states.

Legislation supporting community education has been enacted in nine states. Part of the 1974 amendments to the Elementary and Secondary Education Act was entitled "The Community School Development Act." Through the provisions of the latter, federal funds are to be available in 1976 to help public schools implement community education. Funds are also included for a national advisory council and for training and information dissemination.

Overview A

Legislation Report
for
Community Education in the State of Illinois, 1972-76

Submitted by Harriss Malan

The first bill to enact and appropriate for Community Education development in Illinois was introduced by Senator John Gilbert in the 77th General Assembly April 25, 1972. The bill was designed to carefully conform to the then pending federal legislation in Congress. No problems were encountered in the Education Committee but it was shot down in the Senate Appropriations Committee. But this was a start!

In Senator Buzbee's heritage from Senator Gilbert (who did not run for re-election in 1972) Community Education legislation of almost identical provisions was introduced. A larger number were included in the sponsorship and the whole state, including Chicago, appeared on this bill. Progress had been made because more legislators were aware of this concept and knew of the inroads being made in Washington, D.C. The bills failed in the House of Representatives.

New strategy called for different sponsorship and introduction in the House instead of in the Senate. Sixteen representatives from both parties sponsored H.R. 2796 and 2797. In the last days of the 78th General Assembly in 1974, a Community Education act and an appropriation bill were passed in both houses. Governor Walker vetoed both in August, 1974.

The 79th General Assembly saw the same bills introduced again, this time in the Senate by Senator Buzbee (Numbers S.B. 685 and 686). Inherent problems of a fiscal nature in all of Illinois government and the approaching election in 1976 complicated procedures. In June, 1975, these two bills were caught in the avalanche of last minute sessions sending large numbers of bills over to the House. Our Community Education bills were expected in the Education Committee but landed in Cities and Villages Committee where no one knew what to do with them. The following day, after reaching the House, the first bills considered in Committee were S685 & 686--

result, lost 7 to 3. Later that day emergency action prevented this committee report from coming out for the record and the bills in Committee were tabled until the final days of the session in June, 1976. Lack of action caused the bills to die.

Consequently, all levels of education in Illinois were affected by a failure to act. Every bill introduced during these five years providing for Community Education at all levels: LEAs, Office of Education, Community Colleges and Junior Higher Education institutions were tabled. It is past the proper time for us all to unite efforts and do the work necessary to succeed in this surging area of our responsibilities.

Fifteen states have enacted Community Education legislation, and I am sure more will register yet this year. Illinois is not one of the fifteen. Our credibility in Washington D.C. Office of Education needs this legislation!

Illinois Consortium of Institutions of
Higher Learning for Community Education

Aggregated Survey Data

1. Do you presently offer any courses that deal mainly with community education?

Yes 9 No 38

If yes, name: (1) the courses and numbers, (2) approximate number of students enrolled in each, (3) school, college or department offering the courses.

Chicago State University
- Curriculum and Instruction 383 - Home-School-Community Relations (25)
  College of Education
- Curriculum and Instruction 381 - Community Education (25)
  College of Education

Illinois State University
- Educational Administration Dept:
  - 484, Adult Continuing Educ. & Public Service (20)
  - 588, Field Work in Educational Administration (20)
- Curriculum & Instruction Dept.
  - 309, Adult Education Programs (15)
  - 318, School-Community Involvement (25)
  - 328, The School as a Social Institution (20)

Mundelein
- Education 353, Adolescent Psychology
- Education 354, Psychology of Instruction and Learning
- Education 490, Human Relations
- Education 491, Student Teaching
- General Studies 270, Internships
- Social Science 378, Social Problems and Public Society
- Social Science 442, Seminar in Social Institutions
- Social Science 408, Public Administration
- Social Science 444, Social Changes and Conflicts
- Social Science 344, Social Work Practice
- Social Science 249, Introduction: Gerontology
- Social Science 346, Social Welfare: Policy and Services
- Social Science 348, Community Organizations
- Social Science 240, Social Problems: Norms and Deviances
- Social Science 342, Crime and Delinquency
- Social Science 347, The Community
- Social Science 370, Field Work
- Physical Education 201, Organizations and Administration of PE
- Physical Education 295, Teaching of Health, PE and Recreational Activities

1. (Continued) List of courses dealing with community education:

Olivet Nazarene
- Phys. Educ. 14-376, Community Health Education (25)
- Phys. Educ. 14-274, Outdoor Education (20)
- Phys. Educ. 14-494, Practicum in Physical Education
- Phys. Educ. 14-496, Athletics and Recreation (25) - for teaching and non-teaching majors, YMCA
- Education 11-683, Adult Education (12)

Roosevelt University
- School Community Educational Leadership Program (35 in 1974-75, 22 in 1975-76)

Southern Illinois University, Carbondale
- 510-3, Cultural Foundations Administration and Community Education (15) Educational Leadership Department
- 501-4, Small Group Process in Community Development (10) Community Development Dept.
- 502-3, Community and Change (12) Community Development Dept.
- 503-3, Problems and Approaches to Community Development (16) Community Development Dept.

Southern Illinois University, Edwardsville
- Educ. 501, Social Foundations of Education (20)
- Educ. 520, The School and the Urban Community (25)
- Educ. 554, Philosophic Inquiry and Educational Issues (15)
- Human Services 490, Community Based Programs (10)
- Recreation Dept. 410, Problems in Recreation (35)
- Recreation Dept. 420, Parks and Recreation Law (15)
- Sociology 433, Urban Social Problems (20)

University of Illinois, Champaign/Urbana
- College of Education, Dept. of Administration, Higher and Continuing Education:
  - AHCE 380, Continuing Education General Seminar
  - AHCE 483, Societal Context of Continuing Education
  - AHCE 448, Continuing Education Program Development
  - AHCE 485, Administration of Continuing Education
  - AHCE 362, Adult Learning and Development
  - AHCE 486, Continuing Education Advanced Seminar
  - AHCE 484, Continuing Education Internship
- Department of Leisure Studies:
  - LEIST 215, Recreation Program Development
  - LEIST 310, Recreation Administration
  - LEIST 210, Recreation Supervision
  - LEIST 110, Foundations for Recreation Services
  - LEIST 200, Recreational Leadership
  - LEIST 290, Research in Recreation and Parks
- Extension Education:
  - AGR 369, Educational Programs in Cooperative Extension Service

Western Illinois University
- Business Education 465, Data Processing: Secondary Schools Program

1. (Continued)

If you anticipate offering any courses that deal mainly with Community Education, what are the course names and numbers and when will these courses first be offered?

Aurora
October 1976: Non-credit seminar for paraprofessional family counselors in local social service agencies.

Chicago State University
Fall 1976: Curriculum and Instruction 491, Community Education

Greenville
Fall 1976: Seminar in Community Education
Multi-Cultural Education Sociology
January 1977: Two interterms with Ball State University

Illinois State University
Fall 1977: EDA 489, Community Education Leadership and Management

Roosevelt University
Summer 1976: 411, School/Community Relations
489, Seminar in Community Culture
436, School-Community-Union Relationships

Southern Illinois University, Carbondale
Summer 1976: 515, Organization and Administration of Community Education
515, Philosophy of Community Education

Southern Illinois University, Edwardsville
1976

2. If you presently offer a degree in Community Education, name the degree, the title of the major, and the department in which it is housed.

BA or BS Degree:
Mundelein (BA in Community Life, Social Science Division)
University of Illinois, Champaign/Urbana (BA in Continuing Education, Department of Leisure Studies)
Western Illinois University (BS in Educational Foundations)

MA or MS Degree:
Roosevelt University (Dept. of Administration and Supervision, College of Education)
University of Illinois, Champaing/Urbana (MA in Continuing Education, Department of Leisure Studies)
Western Illinois University (MA in Interdisciplinary Studies)

EdD or PhD Degree:
University of Illinois, Champaign/Urbana (Doctorate in Continuing Education, Department of Leisure Studies)

2. (Continued)

If you anticipate offering one of the above degrees in Community Education, which one(s) and in what year will it be introduced?

Southern Illinois University, Carbondale
MA in Community Education, Fall 1977

Southern Illinois University, Edwardsville
1978, BS in College of Education, Dept. of Educ. Admin. and Foundations
1980, MS in College of Education, Dept. of Educ. Admin. and Foundations

Do you anticipate offering a major or a minor in Community Education?

Southern Illinois University, Carbondale
Minor

3. Do your Education majors presently have the privilege of obtaining credit outside their major field?

Yes 38 No 3

Do you consider a Community Education course as an elective?

Yes 20 No 19

4. Colleges and universities offering courses dealing with youths or adults as learners:

Augustana - courses in Educational Psychology
Aurora
Educ. 26, Educational Psychology
Psy. 32, Growth and Change of the Individual
Psy. 40, Learning
Barat - offerings in Psychology Department
Bradley
Child Growth and Development; Assessment of the Individual; The Adolescent; The Exceptional Child; Group Guidance courses; Learning Disabilities
Chicago State University
Psychology of Childhood and Adolescence; Developmental Psychology from Birth Through Old Age; Educational Psychology for High School Teachers; Adolescent Psychology
DePaul
Psych. 303, Human Development
333, Developmental Psychology I
334, Developmental Psychology II
370, Research Methods in Development
366, Behavior Problems in Children
367, Psychology of Exceptional Children
Educ. 332, Human Growth and Development - Children
333, Human Growth and Development - Adolescents
195, 240, 241: Bilingual and Bi-cultural Teaching

4. (Continued)

Colleges and universities offering courses dealing with youths or adults as learners: (continued)

Eastern University - courses in Educational Psychology
Elmhurst - Human Learning; Development and Learning
George Williams - courses in Educational Psychology
Greenville
Developmental Psychology; Motivation and Emotion; Cognitive Process
Illinois Benedictine - courses in Educational Psychology
Illinois State University
CNI 309, Adult Education
EDA 484, Adult Continuing Education and Public Service
Knox - Principles of Counseling; Community and Counseling
Lake Forest
Psychology of Self Fulfillment and Social Responsibility; Psychology Without Rats - Three Views of Human Beings, Law and the Changing Morality
McKendree - courses in Educational Psychology
Monmouth - courses in Psychology Department
Mundelein
Adolescent Psychology; Human Relations; Human Development; Child Development; Psychology of Instruction and Learning; Theories of Personality; Personality Development; Psychology of Exceptional Children; Learning Disabilities; Human Sexuality
National College - usual psychology courses relating to teacher preparation
North Central - courses in Educational Psychology
Northwestern University
Human Development: The Adolescent Years; Seminar in College Teaching: The Adult Learner
Olivet Nazarene
Development and Educational Psychology; Advanced Educational Psychology; Adult Education; Early Childhood
Principia - offerings in Psychology Department
Quincy - courses in Educational Psychology
Roosevelt University - Adolescent Psychology
Rosary - Study of American Women; Twentieth Century Leaders
Sangamon
Psychology courses; Counseling; Child, Family and Community Services; Educational Administration
Shimer - courses in Educational Psychology
Southern Illinois University, Carbondale
Advanced Human Resources Administration; Supervision of Personnel; Human Development in Education; Theories of Personality; Human Sexuality; Parent Involvement in Education; Humanistic and Behavior Theories; Human Learning and Memory; Family Financial Management; Health-Teaching/Learning; Behavior Therapy; Women and Politics in Education; Issues in Learning
Southern Illinois University, Edwardsville
OD Change Process; Analysis of External Environments (Urban Studies Dept.)
Trinity Christian
Developmental Psychology; Introduction to Exceptional Children; Introduction to Learning Disabilities; Methods in Teaching the Learning Disabled; Language and Speech Correction

4. (Continued)

Colleges and universities offering courses dealing with youths or adults as learners: (continued)

University of Illinois, Champaign/Urbana
AHCE 362, Adult Learning and Development
Ed. Psych. 411, Adolescent Psychology for Teachers
Western Illinois University
Education Foundations; Human Growth and Development; Learning Theories; Special Education
Wheaton - courses in Psychology Department

5. Colleges and universities with courses which emphasize inter-agency cooperation:

Augustana - School in the Social Setting
Aurora - Internships in Corrections, Social Welfare, Education
Chicago State University - Community Education; Administration of Public Agencies
Elmhurst - January Interterm
Illinois State University
EDA 481, Administration and Organization of Schools
EDA 584, Superintendent and Central Staff
EDA 485, Principalship
EDA 484, Adult Continuing Education in Public Service
Knox - Program with Agencies
Mundelein - Cooperative Education - Internship Programs; Student teaching
National College - Community, Teacher, and Parent; Marriage and the Family; Metropolitan Community
Northern Illinois University - University Year for Action (UYA) Grant: used internship course number from Sociology and Political Science; various coop-internships which use various department numbers
Northwestern University - Federalism and Intergovernmental Planning (Political Science Dept.)
Olivet Nazarene - Sociology 487, Field Placement
Principia - Problems in Social Welfare; Urban Society; Society and the Family (some placements in Washington agencies); Projects
Quincy - The Teachers and School Administration; Theory of Community Organization; Practicums in Social Work
Sangamon - many courses and colloquia on government affairs
Southern Illinois University, Carbondale - Community and Change; Educational Leadership: Politics of Education; Educational Leadership: Systems and Accounting; School Boards and Policies; Educational Administration Processes; School/Community Relations
Southern Illinois University, Edwardsville - Educ. Admin. and Supervision Dept., Program Development; Development Studies Dept., Developmental Administration
Trinity Christian - Field internships with civic, governmental, and private organizations in Chicago; 4-year program for Med. Tech. which involves clinical placement in 3 local hospitals
University of Illinois, Champaign/Urbana - Societal Context of Continuing Education; Recreation Program Development
Wheaton - Social Work in Practice

6. Schools with courses which emphasize administration or management of human resources:

Augustana - Principles of Public Administration; Public Policy and Social Planning
Barat - Courses in Business/Economics sequence
Bradley - Supervision and Administration in Special Education Admin.
Chicago State University - Foundations of Public School Administration; Public School Supervision; The School Principalship; Laboratory in Human Relations
DePaul - Administrative Practices; Human Relations in Administration; Personnel courses; Problems in Systems Design and Markets; Management of Human Resources; Problems in Management of Organizations; Management and the Behavioral Sciences; Advanced Organizational Concepts
Eastern University - Standard Educational Administration, Business Administration, Public Administration
Elmhurst - Personnel Management (Business); Theory of Organization and Management (Business)
Knox - Sociology of Work and Management
Mundelein - Public Administration; Social Work Practice; Social Welfare Policy and Services; Seminar on Social Institutions; Management Principles and Theory; Major in Women's Movement; Personnel Management
National College of Education - M.S. concentration in Administration and Supervision
North Park - Business administration courses
Northeastern - School Administration
Northern Illinois University - Management, School Administration, Public Administration
Northwestern University - The Administrative Process (Political Science); Design of Complex Systems (Indus. Engineering); Introduction to Organizational Theory (Indus. Eng.); Analysis of Behavior in Organizations (Indus. Eng.); assorted courses in organizational behavior, policy and environment (Management School)
Olivet Nazarene - Business 461, Industrial Management
Quincy - Human Relations Management; Management Principles; Managerial Leadership and Group Dynamics (all in Management Development Institute)
Roosevelt University - Organization Theory; Principles and Practice of Administration and Supervision
Rosary - Interpersonal Communications; Group Dynamics
St. Xavier - Political Science in Public Administration
Sangamon - Business Administration; Public Administration; Health Administration; Social Justice Administration; Community Arts Management
Southern Illinois University, Carbondale - Personal Adjustment to Business; Management Responsibility in Society; Advanced Human Resource Administration; Current Issues in Education Administration
Southern Illinois University, Edwardsville - Philosophical Inquiry and Educational Issues; Community Based Program - Corrections in the Community
Trinity Christian - Business administration courses in Management, Marketing, and Personnel
University of Chicago - Social Welfare Administration
University of Illinois, Champaign/Urbana - Administration of Continuing Education; Recreation Administration
Western Illinois University - courses in College of Business and Educational Administration

7. Colleges and universities with courses in Community Dynamics:

Augustana - Urban Geography; Economic Geography; Community Organization; Urban Problems and Prospects
Barat - several courses in sociology
Bradley - Supervision; Seminar in Urban Studies
Chicago State University - Community Organization and Problems; The Urban Community; Principles and Practice of Urban and Regional Planning; Seminar in Chicago and Metropolitan Area
Elmhurst - Urban Studies major
Illinois State University - Administration and Organization of Schools; Educational Public Relations; The Principalship; Leadership; Social Problems; The Community; Contemporary Social Movement; Group Work and Community Work; Child Welfare Services; Community Mental Health; Community Power in Politics; Community Based Corrections; Introduction to the Health Community
Knox - Urban Problems; Social Psychology and Politics; Small Group Dynamics
Lake Forest - Technology of Human Values; Social Explanation and Theory of Human Societies; Psychology of Personal Differences
Mundelein - Community Organizations; The Community; Social Problems: Norms and Deviance; Social Problems and Public Policy
North Park - Community Organization
Northeastern - Community Relations (Sociology)
Northern Illinois University - Nature of Adult Continuing Education; Adult Learning: Maturity Through Old Age; Curriculum Development in Adult Continuing Education; Organization and Administration of Adult Continuing Education
Northwestern University - Community Politics (Political Science); Community Political Processes; The Political Structure of the Urban Community; Problems in Community Political Analyses; Dynamics of Planned Change (Sociology); urban history courses
Olivet Nazarene - Urban Sociology; Social Psychology
Principia - Education Department seminar in community relations
Quincy - Theory of Community Organization; Social Psychology; Industrial Psychology; Social Stratification; Theory of Group Work
Roosevelt University - MA in Administration and Supervision with concentration in school/community education - whole curriculum
Sangamon - Government affairs courses and colloquia
Southern Illinois University, Carbondale - Cooperative Community Development
Southern Illinois University, Edwardsville - Practicum in Urban Education; School Public Relations; Child/Family and Community Relations
University of Chicago - Community Development; Citizen Participation
University of Illinois, Champaign/Urbana - Societal Context of Continuing Education
Wheaton - Race and Ethnic Relations; Urban Sociology; Social Institutions and Change; Intergroup Conflicts

8. Colleges and universities with courses dealing with planning of educational or recreational programs:

Augustana - Recreational Leadership
Aurora - PE 56, Recreation and Leisure
Bradley - Team sports; many physical activities courses; personal and community health; recreational leadership
Chicago State University - Urban Recreational Planning; Urban Processes
Concordia - courses in Physical Education
Eastern - Adult Education minor (new program)
Elmhurst - courses in Physical Education
Illinois State University - School-Community Recreation; Community Sports Organization; Recreation for Special Populations; Organization and Administration of Recreation
Mundelein - Organization and Administration of Physical Education; Teaching of Health, PE and Recreational Activities
North Park - Physical Education major with recreation emphasis
Northwestern University - Education and Health (Education); Recreation (PE); Curriculum (Educational Planning)
Olivet Nazarene - Adult Education; Outdoor Education; Practicum in Physical Education; Athletics & Recreation; Christian Camping
Quincy - courses in physical education
Rosary - courses in physical education
St. Xavier - courses in physical education
Southern Illinois University, Carbondale - Community and Institution Recreation for Special Populations; School and Community Recreation; Park and Recreation Management; Planning Outdoor Areas for Education and Recreation
Southern Illinois University, Edwardsville - Practicum in Human Services
University of Illinois, Champaign/Urbana - Continuing Education Program Development; Recreation Program Development
Western Illinois University - Major in Recreation and Park Administration, Developing and Conducting Continuing Adult Education Programs; MA in College Student Personnel work, with strong emphasis on community college.

9. Colleges and universities offering courses which emphasize community participation:

Augustana - Internship with Bi-State Plan Commission and other urban and regional planning agencies
Aurora - Project Hope: Inner City Tutoring Project
Bradley - Practicum in Special Education and Handicapped
Chicago State University - Home-School Community Relationships; Field Practicum; Recreation Activities; Recreational Leadership; Youth Serving Agencies; School Community Concept in Leisure Time Activities; Therapeutic Recreation; Leisure Activities for Senior Citizens; Industrial Recreation; Seminar and Methods for Recreation; Field Experience and Community Recreation
Eastern - Field work encouraged, not necessary
Elmhurst - January interterm devoted to field
Governor's State University - strong cooperative extension program
Illinois State University - Field Work in Educational Administration

9. (Continued)

Colleges and universities offering courses which emphasize community participation:

Knox - Students in local hospital and care institutions have relationship to Rush Medical Center; internship in Public Affairs in Springfield and locally
McKendree - Internship in psychology and business
Mundelein - Field work, internships: Social Ministry
National College of Education - Equal Education Opportunity Center specializes in this work and offers a series of activities for more than 20 school districts in the state
North Park - Teacher aiding, field experience in education, psychology and sociology
Northeastern - Field experience in education
Northern Illinois University - Internships, field studies, independent study
Northwestern University - Urban Field Study (Political Science); New Careers Program requires off-campus experience (Education); Practicum in Human Development (Education); Field Study in Urban Affairs (Sociology); Organizational Design (Ind. Eng.); Internship in Education; Field Research in Organization Theory (Ind. Eng.)
Olivet Nazarene - Practicum in Outdoor Education; Student Teaching
Quincy - The Cooperating Teacher; Introduction to Social Work; Theory of Casework; Theory of Group Work; Theory of Community Organization; Interviewing; Practicums
Roosevelt University - Curriculum for MA in School/Community Education; School-Community-Union Relationships
Sangamon - All undergraduates have applied field work
Southern Illinois University, Carbondale - Internships and externships in Educational Administration, Community Development, Occupational Education, Recreation, Sociology, Education
Southern Illinois University, Edwardsville - Internships and practicums
St. Xavier - Teacher aiding, field experience in education, psychology and sociology
University of Chicago - Community Organization; Citizen Participation
University of Illinois, Champaign/Urbana - Continuing Education Internship, field practicum
Western Illinois University - all education programs
Wheaton - Internships and practicums

10. Do you presently have persons on your staff with experience and competence in Community Education?

Yes 19 No 14

NOTE: There are enough teachers, supervisors and researchers in community education to plan a directory.

11. What are the backgrounds of your students who take coursework in Community Education?

Education	18
Parks and recreation	8
Social welfare services	10
Public government services	3
Community development	6
Industrial/community relations	6
Extension education	4
Other:	
Business administration or management	2
Public administration	2
Urban problems	1
Law enforcement administration	1
Psychology	2
Sociology	2
Career education	1
Consumer education	1
Christian education	1
Educational administration	1

Illinois Consortium of Institutions of
Higher Learning for Community Education

PRELIMINARY DIRECTORY

	Teaches Courses	Supervises Field Work	Conducts Research
Aurora College Aurora, Illinois			
T. Dull		x	
C. Hewitt		x	
B. Miller		x	
W. Reilland			x
M. M. Yanker		x	
Chicago State University Chicago, Illinois			
Keith Gregg	x	x	x
Leslie Ollie	x		x
Clarence Olson	x	x	x
Eastern Illinois University Charleston, Illinois			
Ewen Bryden		x	
Herbert Morice	x		x
Robert Shuff	x		
Donald Smitley		x	
Kenneth Sutton	x		x
Elmhurst College Elmhurst, Illinois			
F. G. Tyrell	x	x	x
Greenville College Greenville, Illinois			
R. G. Miller	x	x	

	Teaches Courses	Supervises Field Work	Conducts Research
Illinois State University Normal, Illinois			
Elwood Eggleston	x	x	x
Dale Jackson	x	x	x
Ronald Laymon	x	x	x
Wayne Miller	x		
Knox College Galesburg, Illinois			
Henry Houser	x		
Lake Forest College Lake Forest, Illinois			
Ron Forgus	x		
Phyllis Frankel	x		
Mundelein College Chicago, Illinois			
Troy Arm trong	x	x	x
Russell Barta	x	x	x
Pat Lynn	x	x	x
Marge Schmiel	x	x	x
Mary Sparks	x	x	x
Eloise Thomas	x	x	x
National College of Education Evanston, Illinois			
Kenneth Addison	x		
Lud Bodrewski		x	
Clare Halverson	x		
David Henry	x		
Ronald Perlman	x		
Ben Williams	x		
Northern Illinois University DeKalb, Illinois			
Harold Collins	x	x	x
Thomas Scott	x	x	x

	Teaches Courses	Supervises Field Work	Conducts Research
Northwestern University Evanston, Illinois			
Michael Bakalis	x		
Ellen Corley	x		
Paul Friesema	x		
Allan Hunter	x		
Olivet Nazarene College Kankakee, Illinois			
Dorothy Acord	x	x	
C. Doenges	x		
C. Ward	x	x	x
F. Wilson	x		
Principia College Elsa, Illinois			
Dr. Hagenlocher			
Quincy College Quincy, Illinois			
Robert Blazel	x	x	
James Prow	x		
Peter Prunkl	x	x	
Joseph Zimmerman			x
Roosevelt University Chicago, Illinois			
Gwen Broyls	x	x	
John Davis	x	x	
Judy Gottsagen	x	x	
Henrietta Schwartz	x	x	x
Southern Illinois University Carbondale, Illinois			
Kenneth Ripple	x	x	x

	Teaches Courses	Supervises Field Work	Conducts Research
Southern Illinois University Edwardsville, Illinois			
Robert Andree	x		x
James Dixon	x	x	
Harriss Malan		x	
University of Chicago Chicago, Illinois			
Durham, Earl	x	x	x
Spergle, Irving	x	x	x
University of Illinois Champaign, Illinois			
Joseph Bannon	x		
James Brademas	x		x
James Farmer	x	x	x
Scout Gunn	x	x	x
Robert Humke	x		x
Alan B. Knox	x	x	x
Charles Kozall	x	x	
Robert Rossman	x	x	

DIRECTORY OF COMMUNITY EDUCATION
ASSOCIATION AND AGENCY PERSONNEL

NATIONAL:

National Community Education Association
LeRoy Watt, Executive Secretary
1017 Avon Street
Flint, Michigan 48503

U.S. Office of Education--Community Education Special Projects
Julie Englund, Director
7th and D. Street S.W.
Washington, D.C. 20202

STATE:

Illinois Office of Education--Adult Education Division
Wayne Giles
100 North First Street
Springfield, Illinois 62777

Illinois Office of Education--Community Education
George Pintar
100 North First Street
Springfield, Illinois 62777

Adult and Continuing Education Association
Dwayne Rankin, President
Venice-Lincoln Technical Center
South Fourth
Venice, Illinois 62090

Illinois Community College Board
G. Robert Darnes
544 Iles Park Place
Springfield, Illinois 62703

REGIONAL:

Institute for Community Education Development
Dr. Ethan Janove, Director
Dr. John Fallon
Dr. Ross Van Ness
Dr. Lou Piotrowski
Dr. George S. Wood, Jr.
Ball State University
Muncie, Indiana 47306

SELECTED BIBLIOGRAPHY IN COMMUNITY EDUCATION

A. CURRENT INDEX TO JOURNALS IN EDUCATION
Period: January 1971 through May 1976
Categories: "Community Schools," "Training," and sub-categories under this category, and "Adult Education"

1. "Community Education Training Programs in Colleges and Universities: A Study and Summary." Community Education Journal, May-June 1975, pp. 12-15. (This entire issue is devoted to training for community education)

2. "Initiating a College or University Training Program in Community Education." Community Education Journal, May-June 1975.

3. "Community Involvement in Education and Teacher Education: A Preview and Bibliography." Journal of Teacher Education, Summer 1975, pp. 181-183.

4. "Citizen Participation Training in Public Policy Development: Developing the Participant/Worker Concept." Training and Development Journal, July 1974, pp. 30-35.

5. "Community Education Staff Development: Growth Groups in Action." Community Education Journal, Jan.-Feb. 1974, pp 36-37.

6. "Community Education: A Role for Higher Education." Journal of Health, Physical Education and Recreation, April 1974, p. 58.

7. "Community Involvement in Staff Orientation and In-Service." National Association of Secondary School Principals Bulletin, Dec. 1973, pp. 26-30.

8. "After You Shake Their Hands..." American School Board Journal, May 1974, pp. 33-35.

9. "How to Train a New School Board Member." American School Board Journal, April 1973, pp. 21-29.

10. "Institutions of Higher Education as a Resource for a Statewide Continuing Education Program in Gerontology." Adult Leadership, Nov. 1970, pp. 156-158.

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B. EDUCATION INDEX
Period: July 1972-June 1975; Sept.-Dec. 1975; Mar.-Apr. 1976
Category: Community Schools

1. "Community Education: Strategy for District Wide Programs." Educational Leadership, Feb. 1976, pp. 340-343.

2. "Anatomy of a Community School." National Association of Secondary School Principals Bulletin, Nov. 1975, pp. 16-20.

3. "Examining the Merits for Community Education." Education, Fall 1975, pp. 78-80.

4. "Leadership Compatible with Multicultural Community Schools." Educational Leadership, Fall 1976, pp. 344-347.

5. "Community School Coordinator's Relationship to the Principal." NASSP Bulletin, December 1975, pp. 91-94.

6. "Starting Community Education." NASSP Bulletin, Apr. 1976, pp. 119-121.

7. "Citizenship and the Community School." American Assn. of Colleges of Teacher Education Yearbook, 1974, pp. 91-97.

8. "Community Education - Symposium." NASSP Bulletin, Nov. 1975, pp. 1-74.

9. "Community Adult Education in Lifelong Learning." Journal of Research and Development in Education, Summer 1974, pp. 34-44.

10. "Community Education: A Realistic Role for the Community College." Community and Junior College Journal, Apr. 1975, pp. 18-19.

11. "Community Education Approach to Learning." North Central Assn. of Colleges and Schools, Commission on Research and Service, Committee on Community Education. North Central Association Quarterly, Fall 1974, pp. 301-07.

12. "Community/School Facilities: The Schoolhouse of the Future." Phi Delta Kappan, Jan. 1975, pp. 306-309.

13. "Ecology of Education: Community - Symposium." The National Elementary Principal, Jan. 1975, pp. 5-61.

14. "Community Education - Symposium." Journal of Health, Physical Education and Recreation, Apr. 1974, pp. 33-63.

15. "Community School Center Act Proposed." Intellect, Dec. 1973, pp. 146.

16. "Needed: Cooperation Between Community Colleges and Community Schools." Community and Junior College Journal, Apr. 1974, pp. 18-19.

17. "U.S.: Seeking to Involve Everyone." Times Educational Supplement, Aug. 10, 1973, pp. 4.

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B. EDUCATION INDEX (continued)

18. "Community Action Education is an Imperative to Solving Community Problems." Clearing House, Apr. 1973, pp. 451-454.

19. "Community Education: An Amalgam of Many Views." Phi Delta Kappan, Nov. 1972, pp. 150-153.

20. "Community Education - Symposium." Phi Delta Kappan, Nov. 1972, pp. 146-210. (This entire issue of Phi Delta Kappan is devoted to community education)

21. "Community Education: Too Big for Schools?" Nations Schools, Feb. 1973, p. 22.

22. "Community Organizations and School Reform: A Case Study." School Review, Nov. 1972, pp. 108-112.

23. "Community School Approach." National Elementary Principal, Sept. 1972, pp. 30-38.

24. "Neighborhood School Politics and Constituency Organizations." School Review, Nov. 1972, pp. 35-61.

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C. READERS GUIDE TO PERIODICAL LITERATURE
Period: Mar. 1970 - May 1976

1. "Community Schools Movement: A Progress Report." Parks and Recreation, Oct. 1975, pp. 37-38.

2. "Community Programs Occupy Empty Spaces in Virginia; Arlington School District." Education Digest, Nov. 1975, pp. 38-41.

3. "Community Service and Continuing Education." American Education, Jan. 1976, pp. 34-35.

4. "Lifelong Learning - A Definition and a Challenge." Education Digest, Feb. 1976, pp. 20-21.

5. "Des Moines Family Learning Centers." Todays Education, Nov. 1975, pp. 68-70.

6. "Continuing Education: Exporting It to the Non-School Population - A College Division Seminar." Publishers Weekly, Apr. 21, 1975, p. 21

7. "Lifelong Learning: The Back to School Boom - Symposium." Saturday Review, Sept. 20, 1975, pp. 14-16.

8. "New Schools for Our Forgotten Americans: Rock Point Community School." Parents Magazine, Sept. 1975, 46-47.

9. "NRPA and Community-School Education Seminar." Parks and Recreation, Oct. 1974, pp. 36-37.

10. "Community Schools: Irish, Italians, and Jews." Society, Mar. 1974, pp. 76-84.

11. "Adult Education Program." American Education, Jan 1973, pp. 28-29.

12. "Back to School for Millions of Adults." U.S. News and World Report, Apr. 2, 1973, pp. 73-74.

13. "Never Too Late to Learn - Adult Learning Center, Huntsville, Alabama." American Education, Oct. 1973, pp. 28-31.

14. "Experiment in Interagency Cooperation - Appalachian Adult Education Center." American Libraries, Feb. 1973, p. 81.

15. "Peoples University Goal Set for Public Libraries." Library Journal, Jan. 15, 1973, pp. 113-114.

16. "Study Unlimited in Chicago - College Education at Chicago Public Library." Intellect, Dec. 1973, p. 146.

17. "Recreation/Education Center for Community Growth - Thomas Jefferson Junior High School and Community Center, Arlington, Virginia." Parks and Recreation, Sept. 1973, pp. 34-35.

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18. "Community Action: Education is an Imperative to Solving Community Problems." Clearing House, Apr. 1973, pp. 451-454.

19. "Community Education." Education Digest, Jan. 1973, pp. 29-32.

20. "Federal Aid for the Community Schools; Scraping the Top of the Barrel." Intellect, March 1973, pp. 387-388.

21. "Street Scene School; Human Resources Center, Pontiac, Michigan." Architectural Forum, June 1973, pp. 38-45.

22. "Community School Center Act." Intellect, Dec. 1973, p. 146.

23. "Public Schools: Getting a Foot in the Door." Parks and Recreation, Oct. 1973, p. 31.

24. "Atlanta's Educational Grab Bag; The John F. Kennedy School and Community Center." American Education, July 1972, pp. 32-35.

25. "Community Service Programs." School and Society, Feb. 1972, pp. 81-82.

26. "Joint Program Aids Minority Aging, Children in Paterson, New Jersey." Aging, Mar. 1972, p. 8.

27. "Hollywood Community Adult School." School Arts, Feb. 1971, pp. 36-37.

28. "Year 1991: Necessity for Lifelong Education." American Education, Jan. 1971, pp. 23-26.

29. "Adult Education and the Urban Crisis." Todays Education, Feb. 1971, pp. 24-26.

30. "New Horizons for Women: Programs for Continuing Education of Housewives." Parents Magazine, Jan. 1972, pp. 46-47.

31. "High School Remembers the Senior Citizen." Clearing House, May 1971, pp. 545-546.

32. "Utica, Michigan Schools Provide Base for Senior Civic Programs." Aging, Oct. 1971, p. 12.

33. "Try a City-School Park Program: University City, Mo." American City, Mar. 1971, pp. 82-83.

34. "Community Education Best Hope for Society." School and Society, Nov. 1970, pp. 410-413.

35. "Leonard Covello and the Community School." School and Society, Sum. 1970, pp. 298-299.

36. "School-Community Relations: New Issues, New Needs, Need for Public Relations Programs." Clearing House, May 1970, pp. 538-540.

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Prepared by Roger Hiemstra, Department of Adult and Continuing Education, University of Nebraska - September, 1971

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E. COMMUNITY EDUCATION: A BIBLIOGRAPHY (continued)

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